

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Government & Public Administration**

Program Name: **Junior Reserve Officer Training Corps (JROTC): Army**

**CIP 280301**

National Standard: U.S Junior Reserve Officers Training Corps

Effective 9/2012

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed)  <b>Student will:</b>	<u>NH Common Core State Standards</u> – Aligned  • <b>English/Language Arts/Literacy: E</b> • <b>Mathematics: M</b> • <b>Science: S</b> • <b>Art: A</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b>				
<b>Understand the history and foundations of all the branches of the U.S. Armed Forces and how they serve the nation by defending democracy and maintaining peace.</b>	1. Discuss and explain the military services history, its purpose, and structure as it relates to America's culture, diversity, customs, ethics, traditions, uniform regulations, insignia, ranks, drill, courtesies and ceremonies (U.S. flag, national anthems, salutes, etc.)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	2. Relate events in U.S. history to choices and responsibilities Americans have today.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
3. Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
4. Describe the missions & basic organization of the major components of the U.S. Armed Forces and their relationship to: National Security, Department of Defense, Joint Chiefs of Staff, United Nations		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	5. Be familiar with the international Law of Armed Conflict, including rules of engagement, conduct of hostilities, rights of individuals, obligations of engaged parties, and the Code of Conduct for members of the U.S. Armed Forces.  <b>AAI 7. Community Issues:</b> Discuss ways the military services can impact its community and ways a community can impact the military services.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the role of a leader and how different leadership styles approach planning, decision making, problem solving, management, supervising and negotiating.</b>	6. Develop leadership skills and build effective communication skills and relationships with peers, co-workers and the community.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	7. Demonstrate the ability to design and implement strategies that maximize personnel potential and foster high ethical standards in meeting the armed forces vision, mission and goals.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	8. Identify successful leadership strategies and styles by examining team dynamics and leadership theories that form the basis of the military leadership framework.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	9. Practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. <b>AAI 9. Personal Work:</b> Explain the work habits an officer looks for in a cadet in this service.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	10. Discuss and demonstrate the importance of “influence” and when influence is employed correctly how it can efficiently move people/organizations in positive directions. (Extends influence beyond the Chain of Command).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the importance of wellness, and fitness, to promote a healthy lifestyle</b>	11. Discuss and know the availability and effective use of health services, products and information.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	12. Assess personal status for physical and mental wellness and develop plans for improving nutrition/exercise habits, and controlling stress.  <b>AAI 8. Health, Safety, &amp; Environment:</b> Explain the health and safety laws and practices affecting a cadet, the surrounding community, and the environment of this service.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	13. Discuss aspects of substance use and abuse, suicide symptoms and prevention, prevention and control of disease, etc.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the basic military first aid emergency and non-emergency procedures and applications as well as introductions to injury prevention programs and field sanitation techniques.</b>	14. Demonstrate procedures and techniques in performing basic first aid and CPR to save a life for emergency and non-emergency situations: <ul style="list-style-type: none"> <li>Bleeding, shock, fractures, strains, sprains, burns, wounds, bruises, poisoning heat and cold injuries, bites, stings, poisonous hazards.</li> </ul>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	15. Recognize the nature and seriousness of the patient’s condition or extent of injuries to assess requirements for emergency medical care.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the essential skills Cadets need to maximize learning potential and future success.</b>	16. Investigate future careers and create a pathway that ensures college going; recognize the military is a career option and match military opportunities to career interests		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the global awareness through comparison of physical, political, economic and cultural elements of continents, regions and countries; examine the global nature of environmental issues.</b>	17. Apply physical and political geography to building global awareness.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	18. Demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.  <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this service.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	19. Discuss and describe the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	20. Explain the features and how to read maps/ topographical maps and relate map reading to orienteering.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	21. Demonstrate how distances are measured and apply the land navigation techniques used by the orienteer.  <b>AAI 4. Technical &amp; Production Skills:</b> Identify specific production and technical skills required for this service.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand American history and government by exploring the origins, structure, citizens’ rights and responsibilities of the American constitutional government and the current political and social issues.</b>	22. Discuss the rights and responsibilities of citizenship, and apply their knowledge of local, state, and national government through the political process and citizen involvement.  <b>AAI 6. Labor Issues:</b> Explain the cadets’ and officers’ rights and responsibilities in this service.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	23. Discuss the relationship of the United States to other countries, and the role of the United States in world affairs.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	24. Discuss the major events, ideas and issues pertaining to the history of governance.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	25. Discuss the major provisions of the United States and the organization and operation of government at all levels including the legislative, executive, and judicial branches.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	26. Analyze the components of the Constitution of the United States, the Articles of the Confederation and the Bill of Rights as they relate to the American Democracy.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	27. Discuss the relationship of the U.S. armed forces with the U.S. government and its role in U.S. national defense.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the elements of marksmanship, and firearm safety.</b>	28. Identify different civilian marksmanship skills and recognize their historic applications (martial/survival skills to sports skills).		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	29. Identify the functions of marksmanship equipment and recognize the proper operation of the equipment.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	30. Demonstrate and examine the different types of commands, formations, discipline, and movements required in the various Drills: <ul style="list-style-type: none"> <li>• Effective command voice</li> <li>• Taking charge</li> <li>• Stationary movements</li> <li>• Steps and marching</li> <li>• Squad</li> <li>• Platoon</li> <li>• Company &amp; Battalion</li> </ul>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	31. Describe the Army’s purpose and its contribution to national security.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	32. Explain the Army’s primary functions: -Organize, equip, and train forces for the conduct of prompt and sustained combat on land(“boots on the ground”) -Prompt Response -Mobilize the Army -Forcible Entry Operations -Support Civil Authorities		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the importance of personal growth and leadership to enhance career success</b>	33. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the necessary employability skills to achieve success in today’s workplace</b>	<b>34. Decision-Making &amp; Problem-Solving:</b> Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>35. Self –Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>36. Communication Skills:</b> Demonstrate and apply effective communication skills: oral, written, visual, and listening.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>37.. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>38. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>39.. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<b>40. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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National Standard: U.S Junior Reserve Officers Training Corps

Effective 9/2012

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed)  <b>Student will:</b>	<u>NH Common Core State Standards</u> – Aligned  <ul style="list-style-type: none"> <li>• English/Language Arts/Literacy: E</li> <li>• Mathematics: M</li> <li>• Science: S</li> <li>• Art: A</li> </ul>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b>				
	<b>41. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)